Using Data Sets to Evaluate Evidence to Support Argument

**Materials Needed:**     - A data set of appx. 4 articles that provide information about Edward Snowden: Hero or Villain   - Discussion Web Graphic Organizer

- Four Square Graphic Organizer

- Highlighters for students ( yellow/blue, or any two colors )

**Goal:**             Students will learn to use strategies to examine data to collect evidence to support an argument

**Objectives:**     - Students will use strategies to read through information from a data set

                        - Students will read sources and extract evidence that supports multiple sides of an issue

                         - Students will develop reasons for answers to their question and attach evidence to support their reasons.

**Strategies:**       - Freewrite                - Coding Strategy - Discussion Web

                            - Four Square           - Teacher Modeling

Before this lesson, students have been reading and researching about the Edward Snowden event as well as other similar events in history. They have a good starting knowledge of the incident and the surrounding facts. Because of this preliminary research, students will likely have formed initial opinions as to his status of Hero/Traitor. Moving forward with this lesson, we will acknowledge students “initial thinking” regarding the question but ask them to move beyond that to consider all the evidence before making a claim.

**Form teams:** Students most likely have opinions formed already about the posed question. In order to create groups that will allow for equal voices to be heard, teams will be formed using a value line. After students have lined up, fold the line. The two students at the end do a pair promenade and move to the other end of the line, and students get into groups of four.

**HERO (undecided)         TRAITOR**

https://docs.google.com/drawings/d/suPfCKWlROQAtdYILzVPeuw/image?w=448&h=40&rev=13&ac=1

**Step #1 -**         (15 min.) Offer the question to students - Is Edward Snowden a hero or traitor?

* Students must first define and clarify terms.
* **Freewrite** about a real life person whom you consider to be a (3min.)hero/(3min.)traitor
* Using the **Four Square strategy**, students will develop a concise and shared understanding of the words *Hero* and *Villain. (6min. small group + 3min. share out =9 min.)*

**Step #2 -**        (25 min.) Examine Data Sets to develop evidence for answering the question.

* Teacher will **model** first, and then students work in small groups.
* Students will use a **coding strategy** as they read to find evidence that supports either “hero” or “traitor”

yellow highlight = hero blue highlight = traitor

* Using the **Discussion Web**, students in small groups of four will examine and gather evidence for both sides of the issue. (this may take more than one class period; however, students should get a good sense of examining data and extracting evidence to support either side of the issue.)
* Students will pair up within the group of four. Each pair will individually read the same article and then review the article together as they complete the Discussion Web.
* Once the each pair within the group completes the review, they will share their responses

**Step #3 -**         (10min.) Students will share with whole class some of the evidence they gathered.

* In order to ensure comprehension of the strategy and what evidence is, check student progress by adding to the Discussion Web that was started at beginning of class.

[CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.9-10.1b](http://www.corestandards.org/ELA-Literacy/W/9-10/1/b/) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

[CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.